

The Ingenious And Adept Techniques Of Teaching And Learning Vocabulary

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ABSTRACT:

The ingenious and effective vocabulary teaching and learning techniques are incessantly espoused and established on the learner's standard of expertise. Nevertheless, the precise exploration deliberated in connection with these techniques is found relatively inadequate. Accordingly, these probe emphases on discovering and discerning the utmost competent, collective and comprehensive practices of classroom vocabulary teaching and learning techniques. Dialogues with an assorted English Subject Experts was carried out efficaciously to determine the techniques involved and applied in the vocabulary teaching and learning approaches. Out of all the obtainable techniques, only a couple of them is found being utilized and put into practice while teaching and Learning Vocabulary to the students in the classrooms. The discoveries depicted that the professionals are found expending these techniques in an assorted approach to facilitate the process of teaching and learning vocabulary. Lastly, the information impulses the inevitability to comprise the utmost decisive, enriched, adept and novel techniques to be espoused into the process of teaching and learning vocabulary for the impending studies. Regardless of the infinite magnitude of the English vocabulary, it has been appraised that only around 2400 great prevalence of word families, that are found in Browne, Culligan, and Phillips (2013) New General Service List (NGSL), out of all only 92% of most general English manuscripts. Assorted appraisals depict that every word we come across ought to be from these six (Saragi, Nation, & Meister, 1978; Rott, 1999) to 20 times (Herman, Anderson, Pearson, & Nagy, 1987) for a learner to procure it.

Keywords: Techniques, Vocabulary, Vocabulary Teaching and Learning.

1. INTRODUCTION

Language does afford human being the competence to interconnect to each other, establishing an intricate technique of communication. In any language, vocabulary is found playing a significant and vital role. Vocabulary is always delineated differently by many writers. According to Schmitt, (2008) vocabulary is deliberated as more than a set of single word entities. Whereas Ngan-ha, (2007) delineates vocabulary to be the last entity in the language. Consequently, as the vocabulary is deliberated to be the utmost decisive and core component of language skills, it is exceedingly momentous for any learner to procure the vocabulary to master a language. According to Wilkins, (1972) only a little can be conveyed without grammar but nothing can be conveyed without vocabulary. Procuring adequate vocabulary is always found a prodigious hurdle for many students with assorted perceptive characteristics, such as learning frailties, deficiency of enriched exposure to spoken and written English as well, deficiency of self-confidence, and deficiency of information concerning the precise vocabulary approaches. Nevertheless, assorted approaches and ideologies are found asserted to procure vocabulary but the expediency is always found circumscribed. The vocabulary procurement not only depends on the learning perspectives but also on the teaching methodologies and directives. (Barcroft, 2004; Kang, 2015; Kurniawan, 2009; Lopez Campillo, 1995; Manyak& Bauer, 2009; Meara, 1984; Nation, 1995; Schmitt, 2007; Rashid, 2012). Consequently, these artefact objectives to delineate the utmost pertinent vocabulary teaching and learning techniques.

Consecutively, assorted intellectuals affirmed multifarious techniques for the teachers and learners to teach and procure vocabulary correspondingly. Among the techniques asserted, the ensuing techniques are found indispensable to procure vocabulary.

2. FIRST TECHNIQUE:

Preference of Apposite Words, in this Technique, Preference of apposite Words is found to be the utmost imperative technique in teaching and learning vocabulary. The words that are deliberated apposite are words that are intelligible for the learners to their expertise standard. In the occasion of vocabulary procurement, (Barcroft, 2004) the effort requires to deliver the precise meaning of every word to discern and match with the word every time they learn them (Kurniawan: 2009). The meaning of a new word will be further actively incidental by the learners if they could absolutely discern and realize the grander effort set in which this word does appear actually. Apart from being ample, words preferred ought to be expedient to the students. The expedient words ought to be used recurrently in their regular language practice circumstances.

SECOND TECHNIQUE:

Emphasis on Diverse Characteristics of the Words. In this Technique, Vocabulary procurement is found further prolific, when learned in assorted perspectives (Kieran A. File, 2000). Apart from its meaning, every word in the English language does convey assorted characteristics, such as word's stress (accent), pronunciation (phoneme), Syllable division, collocations, origin, parts of speech etc., facilitating to augment their vocabulary intelligibly.

The key approaches to be adopted and utilized by the teachers is introduce the noun, adjective, adverb and verb forms of the words while teaching them to the students to have broader perspectives to discern the vocabulary in detail (Kurniawan 2009). The study of the root words with the Affixes and Prefixes can also be taught to the students to discern the vocabulary in detail to deconstruct unaccustomed words independently in the English language.

THIRD TECHNIQUE:

Additional quantity of Vocabulary associated endeavours. In this Technique, the teaching and learning of words Progression ought to be introduced from Less Intricate to More Arduous words in English vocabulary in detail. An additional quantity of Vocabulary associated endeavours ought to be carried out for the students to facilitate them to master the newly introduced in detail.

Initially, the learners may not be expected to utilize the newly introduced words prolifically but substantially they can master them quicker. This approach is found to be the decisive and impulsive process of language vocabulary procurement (Barcroft, 2004).

The enactment of the process of introduction of the intricate words ought to be carried out phase by phase, with not reassuring and expecting them to employ them immediately or put them into practice either. To get the learners accustomed to the newly introduced words, frequent Vocabulary associated endeavours ought to be carried out, in assorted perspectives, with the parts of speech of the words illustrated comprehensively. The intensity of the introduction of the word ought to be made exceedingly intricate incessantly.

FOURTH TECHNIQUE:

In this Technique, In the preliminary phases of learning Novel Words, partial prominence ought to be deliberated while dealing with the rudimentary meanings of these words in English, additionally providing and facilitating them with substantially conversant words to learn and master English vocabulary effortlessly and expeditiously Kieran's (2000).

FIFTH TECHNIQUE: Embolden inquisitiveness amongst the Learners. In this Technique, the learners ought to be Emboldened with inquisitiveness constructing the practice of learning more appealing and prolific. Considering the learner's perspective, the teacher ought to formulate the learning resources precisely and diligently (Febrianti, 2013).

Frequently, Visual aids entice the learners and facilitate them to improve their photographic memory to learn the vocabulary enduringly, emphasizing to teach them with the manifestation of pictures, ensuring the learning process to be furthermore effortless, perspective, and enthusiastic as well.

SIXTH TECHNIQUE:

Emphasize and enthuse the Practice of Circumstantial Cues. In this Technique, the learners can enrich their Vocabulary by Emphasizing and enthusing the Practice of Circumstantial Cues, like the perceptible images and with precise illustrations describing the association of the new words with the images, facilitating the teachers to introduce and expound the significance of new words efficiently, prolifically, and compellingly in vocabulary.

The other resources, like the graphic organisers, pictorial books, comprehensive records, should be provided to facilitate and empower the learners, Eliminating the necessity, to exceptionally rely on the manuscript to interpret the meaning and to avoid consulting a dictionary for every new word as well.

SEVENTH TECHNIQUE:

Apprising, Initiating and Executing the prominence of Dictionary utilization. In this technique, the learners ought to be Apprised and Initiated concerning the prominence of Dictionary utilization. Laufer & Hulstijn, (2001) Consulting a dictionary is considered to be one of the utmost momentous and appropriate gestures to learn new words proficiently.

In today's technologically advanced world, incredible online and offline multifarious dictionaries are available within the reach of everyone, facilitating the learners to utilize them extensively and be benefitted profusely. The dictionaries like Thesaurus Dictionary, Dictionary of current English, Advanced English Dictionary, Pronunciation Dictionary, Bilingual Dictionary, Monolingual Dictionary, Etymological Dictionary, Crossword Dictionary, Rhyming Dictionary, Reverse Dictionary and Pictorial or Visual Dictionary showcasing every word with its meaning in English with the pictures as well. The Pictorial Dictionary facilitates the learners to enhance their Vocabulary with a photographic memory. The Learners are found to be comprehending and remembering the newly learnt words in vocabulary enduringly when they consult an Illustrated, Pictorial or visual Dictionary than the other Dictionaries.

EIGHT TECHNIQUE:

Meticulous reiteration of the newly familiarized words in the vocabulary

In this technique, the learners ought to time-and-time again Meticulously reiterate the newly introduced words in the vocabulary. When the learners are found susceptible to the newly introduced words in the vocabulary, they tend to record, register to reminisce and establish them enduringly. This technique is found to be one of the traditional, phenomenal, ascertained, rudimentary, and vibrant ideologies & philosophies in the history of vocabulary teaching. (Waring, 2002), and Folse, Hulstijn, Hollander, & Greidanus (as cited in Barcroft, 2004) and (Westwood, Peter & Oliver as cited in Febrianti, 2013).

NINTH TECHNIQUE:

Give prominence Recommend Considerate Vocabulary Procurement. Deliberate vocabulary acquisition is the stage where the teachers introduce new words to the learners and are sure to explain it thoroughly so that the learners are able to understand the meaning of that word and memorize it. Mayer and Wittrock state (as cited in Hogben, 1996), the more effectively the to-be-learned material is elaborated during acquisition, the more readily it will be recalled by the learners. Thus, in learning vocabulary, the active, constructive elaboration of the word-meaning during the acquisition influences its subsequent recall during reading.

Other strategies, such as the rehearsal, may be important for maintaining a particular item, but simple rehearsal alone should not be very effective for long-term use, because it does not involve the extensive elaboration of the word-meaning (Hogben, 1996). It is important for teachers to give a good explanation and elaboration when teaching the new words so that the learners would be able to successfully analyse and rehearse the new word and its meanings for long-term recall purposes. Not only that, but they also can elaborate the word-meaning and establish it within a suitable network of meaning (Hogben, 1996).

TENTH TECHNIQUE:

Expose Learners with Exercises and Activities Other Than Memorizing Words Instead of just sticking to the conventional teaching methods like a reading textbook, referring to a dictionary for meaning or memorising new words, teachers could use their imagination to encourage learners to learn new words in different types of activities. For example, using games as part of the activity would not only help with the memorisation of new words, but at the same time help the learners to retain better attention on the learning process, and release some of the build-up stress in them, especially in a classroom consisted of learners from various background.

Besides, Marsh (1978) suggests that in a foreign language class, a teacher could make use of comics, and have small group discussions take place between two or more students, after which the teacher could call upon a discussion from each group to report briefly on its observation.

Additionally, there are some other methods that can be commonly used for vocabulary teaching and learning such as extensive reading, using pictures and drawings, pronouncing words, online games, dramatization, and realia (Cho and Krashen, 1994; Grabe and Stoller, 2002; Muhammad Sabri 2011; Robb and Susser, 1989). Whichever method used, vocabulary exercises should focus on deepening and internalising knowledge of words, not only the surface "form meaning" level, and should deal with collocations and multiple word units, not only single words. The type of practice in these activities allows the students to notice new words or new features of words they already know, as well as giving them chances to internalise them (Waring, 2002).

CONCLUSION

The extant artefact ascertains that all these vocabulary teaching and learning principles are exceedingly virtuous, concrete, constructive, prolific, luxuriant, operational and contemporary for the English language proficiency. These vocabulary teaching and learning principles do also facilitate the learners to procure vocabulary more dexterously and at the same time, they do also expedite the teachers to contrive multifarious enriched teaching and learning strategies for their learners. Subsequently, all the teachers are expected to indispensably employ all these procedures to teach the vocabulary. The student's vocabulary accumulation bank is always found augmented progressively. Considering this fact, the concept of teaching and learning vocabulary can also be instructed founding on the intensity of age, scholastic upbringing and expanse of interest as well.

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